

**SB 405 District Application
Form A: Prekindergarten Programs**



District Name: Nye County School District
District Contact: Karen Holley

Date: July 22, 2015

Statutory Language: *"The creation or expansion of high-quality, developmentally appropriate prekindergarten programs, free of charge, that will increase enrollment of children who are limited English proficient."*

Description/Overview
(Include goals and objectives for students' knowledge, skills, and behavior):

Nye County School District goals are as follows:

1. Align the implemented curriculum to the Nevada Academic Content Standards for ALL students so ALL students have the opportunity to learn and become proficient.

2. Improve student outcomes with additional support for under-performing schools.

Action Step 2.3: Support data-driven decision making & instruction to differentiate instruction:

1) Implement and/or support the Instructional Consultation model of Response to Instruction at Amargosa, Floyd, Hafen Johnson and Manse Schools.

2) Develop and implement an English Language Learner policy and plan based on the District English Learner (EL) Policy Criteria Recommendations.

3) Increase effectiveness of CTE program.

4) Read by 3rd

Action Step 2.4: Extend the PreK program in Nye County and integrate the PreK and Early Childhood Special Education programs.

3. Address the social-emotional needs of students.

These goals, measurable objectives and actions steps were designed to support the increase of highly effective programming (including PreK) in the district with a focus on English language learners and closing the achievement gap.

Below is an outline of the service delivery model that is comprised of multiple components to support NCSD goals.

- Recruitment and advertising of the program is accomplished through brochures, flyers, web-site, marketing at school's open house, parent teacher conferences, key community events, newspaper and most importantly, word of mouth from the existing and past participants in the program.
- Eligibility is determined, and qualifications are confirmed. The populations that will be targeted for the Pre-K program are those children who are: Three years old as of September 30th of the current year with focus on 4 year olds; in need of English Language Learning skills, live in Nye County PreK served communities, meet the income qualifications, meet the definition of McKinney-Vento Homeless.
- Parent Orientation attendance is required by all parent(s) or guardian(s) of students before entry into the program.

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| | <p>Parenting goals are established at orientation and reviewed throughout the year.</p> <ul style="list-style-type: none"> • Services are delivered in classrooms at NCSD schools. • A total of 40 individual students with SB405 funding. (Class sizes and child/staff ratios meet National Association for the Education of the Young Child (NAEYC) recommendations at all times). • Classes will be held from 8:00 am to 3:00 pm. Each child will receive 25 hours per week of Pre-K instruction. Additional time before class in the morning and additional time after class in the afternoon is made available for parents to spend time with their children in the classroom setting. • Classes are 4 days/week (Monday – Thursday). • Instruction is for nine months and follows the traditional school year calendar. • The program utilizes the WIDA Consortium English Language Proficiency Standards for Pre-Kindergarten (2007 Edition). • The program utilizes the Nevada Pre-Kindergarten Content Standards (June 2010), research-based curriculum (Macmillan McGraw-Hill: Little Treasures Pre-K Program & Everyday math) for instruction/curriculum and supplemental developmentally appropriate materials. • The program provides parenting classes, parenting materials, and disseminates parenting information in the community so those parents have multiple opportunities to meet the parenting goals. • The program coordinates with existing programs and/or community services to provide enhanced and comprehensive service to Pre-K students and their families. The program's Site Representative is also the NCSD's McKinney-Vento homeless liaison and works closely with other community organizations (i.e.: Poverty Task Force, Salvation Army) to help identify and accommodate preschool children who are homeless. • Program Evaluation requirements for child assessments; data collection; performance and outcome indicators; and improvement plans that are established with timelines. • The goal is to have 4 year olds ready for Kindergarten in skill level and social/emotional behavior. |
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| <p>Location & School(s) Served:</p> | <p>Funding from SB405 will be braided with Special Education, Title I, NV PreK, and Nevada Ready! PreK Development grant funding. The first year of the grant (2015-2016) there will be classes at the following sites: Amargosa Elementary School – 2 classes - Amargosa Beatty Elementary School – 1 class - Beatty Floyd Elementary School – 2 classes - Pahrump J.G. Elementary School – 2 classes and 1 self-contained Special Education - Pahrump Manse Elementary School – 3 classes - Pahrump Tonopah Elementary School – 1 class - Tonopah For the 2016-2017 school year, 2 additional classes will open at Hafen Elementary School in Pahrump. Until that time, any students that are zoned for Hafen Elementary will attend Floyd Elementary.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Projected number of ELLs and non-ELLs by age: did we receive final guidance on the % of ELs and none here?</p> <p><i>*If EL student participation is less than two-thirds, please provide research/justification in next section.</i></p> | <table border="1" data-bbox="597 867 1390 1073"> <thead> <tr> <th>Age</th><th colspan="2">Number of ELL Students</th><th colspan="2">Number of Non- ELL Students</th></tr> </thead> <tbody> <tr> <td>3</td><td colspan="2">Estimated 10</td><td colspan="2">10</td></tr> <tr> <td>4</td><td colspan="2">Estimated 10</td><td colspan="2">10</td></tr> <tr> <td>5</td><td colspan="2"></td><td colspan="2"></td></tr> <tr> <td>Total</td><td>20</td><td>50%</td><td>20</td><td>50%</td></tr> </tbody> </table> <p>Funding will be used to blend with Title I, NV Ready PreK Development, NV PreK, and Special Education to create 260 seats for PreK students. Because each program has specific rules on eligibility, NCSD is blending the funds and not developing one classroom per funding source. SB405 money will not be used in Amargosa since it is also a Victory School. SB405 funding will be used at Manse Elementary and J.G. Johnson Elementary and perhaps some of the other PreK programs as soon as we determine the number of ELL students at each site.</p> <p>Schools with the highest percentage of ELL students are; Amargosa – 60%, JG Johnson – 12%, Manse – 11% and Beatty – 13%. Sign-up sheets from these area will be reviewed carefully to place ELL students in the PreK classes.</p> <p>I will also provide research that justifies having non-ELL students participation in the program. This will allow the district some flexibility but we will include ELL students as a qualifier for the program.</p> | Age | Number of ELL Students | | Number of Non- ELL Students | | 3 | Estimated 10 | | 10 | | 4 | Estimated 10 | | 10 | | 5 | | | | | Total | 20 | 50% | 20 | 50% |
| Age | Number of ELL Students | | Number of Non- ELL Students | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Estimated 10 | | 10 | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Estimated 10 | | 10 | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 20 | 50% | 20 | 50% | | | | | | | | | | | | | | | | | | | | | | |
| <p>If applicable, justify* non-EL student participation as</p> | <p>A Better Start – Why Classroom Diversity Matters in Early Education by Jeanne L Reid and Sharon Lynn Kagan form the</p> | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>part of the instructional design that will academically benefit all participants:</p> | <p>National Center for children and Families, Teachers College, Columbia University. This research states, "in addition to research on peer effects in elementary school, several careful studies have found that young children learn with and from their peers in the highly social context of preschool, and that lower-skilled children appear to benefit cognitively from sharing classrooms with higher-skilled peers. Moreover, all children may benefit socially, rendering the call for quality outcomes from all children inextricably linked with the diversity of children within preschool classrooms (pg. 12). Other research includes, National Institute for Early Education, Office of Head Start, New York Society for Research in Child Development and the Foundation for Child Development.</p> <p>The ECERS-R also promotes and even scores PreK classrooms on diversity. "Thus, in an attempt to encourage children to view others as individuals, without preconceived notions; to see a positive side to differences, rather than a negative one; and to focus on similarities rather than on differences, high quality early childhood education provides experiences to encourage acceptance of diversity.</p> <p>Erin Barton & Barbara J. Smith have done research on How to Build and Lead a High Quality Program. Even though their origin is special education, EL students will benefit from the same model programs. It explains the value of diversity in a pre-school setting and supports the need for students with different needs and backgrounds in order to make it the best learning environment for every child.</p> |
| <p>Student participation selection process:</p> | <p>Eligibility and qualification guidelines for the program have been established and are based on need. The entrance criteria are written into the Pre-K handbook, policy manual and reflect the following requirements:</p> <ul style="list-style-type: none"> • Students must be under Kindergarten age and within the traditional Pre-K age range of 3-5 years old (if a child is eligible for Kindergarten and 5 years old on or before September 30th, of the current year, then the child is not eligible). • Students will include those that are three years old as of September 30th of the current year (with focus on 4 yr. olds). If space becomes available during year, and the child is three years old, they can be considered for entry. • Students may not be enrolled in any other preschool program. <p>And meet <u>one or more</u> of the following:</p> <ul style="list-style-type: none"> • Students must be in need of English Language Learning (ELL) skills as determined through the home language survey on the enrollment form and verified by WIDA. • Students must meet eligibility requirements of McKinney-Vento Homeless. • Students must meet the income qualification of 200% |

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| | <p>poverty or more.</p> <p>The parent's commitment to the program is a requirement of the program and an agreement signed that they will:</p> <ul style="list-style-type: none"> • Attend at least four parent meeting/workshops per year. • Attend/participate in at least one Interactive Literacy Activity (ILA) or Parent and Child Time (PACT) a week. • Attend mandatory meetings (parent teacher conferences & parent orientation). • Set and complete parenting goals (time spent with & reading to child as documented weekly on PACT sheet). • Agree to a follow up assessment for the child. |
| EL Identification process: | <p>(i.e. HLS survey)</p> <p>Under Nevada Pre-K, students are identified as ELL based on their first language recorded on the home language survey. The SB504 program has added WIDA testing to this component.</p> |
| Personnel and certification: | <p>(List certifications: TESL, ECE certified, be specific.)</p> <p>Nye County School District (NCSD) SB405 (ZOOM) Pre-K program will provide an opportunity for approximately 40-targeted students (ages 3 to 5 years old) to attend a Pre-Kindergarten program, which utilizes the Nevada Pre-Kindergarten Content Standards. Each Early Childhood Education Pre-K teacher that is responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-kindergarten population and have an early childhood or early childhood special education on their teacher's license. All classroom aides will be certified paraprofessionals working directly with a licensed teacher and an AmeriCorps member will provide bilingual services to students and parents in and outside of the classroom setting.</p> <p>The program is overseen by a Program Manager, that assures the program model aligns with the required program components (Teacher qualifications, Eligibility, Intensity, Curriculum, Class sizes/Staff ratios, Evaluation, Parent Involvement, community collaboration, Homelessness).</p> |
| Start and end date: | August 10, 2015 – May 19, 2016 |
| Daily session time(s): (AM/PM) | 8:00 am – 3:30 pm |
| Days of the week: | Monday - Thursday |
| Assessment(s): | <ul style="list-style-type: none"> • Must use WIDA-MODEL for Pre/Post Assessment • Early Childhood Assessment Instruments: Peabody Picture Vocabulary Test-4 (PPVT-4), the Expressive One Word Picture Vocabulary Test (EOWPVT). |

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| <p>Parental Engagement:</p> | <p>(Possible activities in which parents will participate.)</p> <p>According to the National Center for Educational Evaluation and Regional Assistance, "Parents are a child's primary role model and the child's first teacher." The Pre-K program and staff firmly believes in that statement and because of that, the parenting component is a very important part of the Pre-K program. As part of the program, the parents of Pre-K children are required to meet the following goals:</p> <ol style="list-style-type: none"> 1) Attend parent orientation meeting and fall conference. - (Mandatory) 2) Participate in minimum of 4 classes/workshops/literacy events a year. - (Mandatory) 3) Attend spring conference (Mandatory) 4) Report Parent and Child Together Time (PACT Forms). - (Mandatory) 5) Report time spent reading with child. (PACT Forms). - (Mandatory) <p>The service delivery model is based on the parent's goals and is designed as follows:</p> <ul style="list-style-type: none"> • <u>Parent Orientation:</u> A parent orientation is held before school starts and is mandatory before entry into the program. It is attended by the parent/guardian and staff members. Childcare is provided during the orientation. There is a program overview with emphasis on the parenting component. Parenting goals are discussed and described in detail to assist parents in feeling comfortable in their knowledge and ability to meet the goal. Parents are invited to take home a Virtual Pre-K kit to use throughout the school year which is outlined during one of the first parenting classes. The handbook is discussed page by page with time for questions from the parents. Forms are completed and the parent and child are then given a tour of the facility and the classroom. • <u>Parenting Classes/Workshops/Literacy Events:</u> Parenting opportunities are offered through various venues throughout the community and the parents have the opportunity to attend multiple classes per month. This past year there were 156 parenting classes offered in the community that Pre-K parents were made aware of and encouraged to attend. Parenting classes include numerous subject matters and a variety of delivery methods from outside speakers, workshops, discussion groups, and self-study. Collaboration with the Pahrump Community Library has encouraged adults to attend the various reading and literacy programs with their children. <p>Family literacy events will allow opportunities for peer modeling to occur. Parents and children learn and grow through their exposure to other parents and children. Parents are able to use this time to practice new ways of communication, behavior modification, and interaction with</p> |
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| | <p>their children that they may have learned in parenting classes.</p> <p>The primary sources for parenting classes has been <i>AVANCE</i> and <i>Parents On Board</i> (this program was provided in collaboration with Nye Communities Coalition, Strategic Prevention Infrastructure Grant); <i>Caring 4 Kids</i>, <i>Family Storyteller</i>, <i>All 4 Kids</i>; and <i>The Nurturing Parent</i> (provide by Nevada Outreach Training). All of these programs can be delivered in both English and Spanish and all empower families with the basic skills and confidence to meet the social, emotional and academic needs of their children for school success. The Virtual Pre-K program kits are available for families to check out and to take home to use all year long. The Virtual Pre-K program provides benefits to the parents on several levels by meeting multiple parenting goals. Samplings of some of the programs are listed below.</p> <ul style="list-style-type: none">➤ <i>Virtual Pre-K</i> – This multi-media (DVD, Computer CD's and website), bilingual interactive program encourages parents to become partners in their children's learning and helps teachers extend the classroom educational experience to home. This program will include parent and child activities that can be used in the ECE classroom for easy transfer to the home. It includes video lessons that show how to help build early literacy, math, social studies, and science skills. The program includes a web site for further expansion of the ideas and concepts of the program. Materials are aligned with the Nevada Pre-K standards.➤ <i>AVANCE Family Support and Education Program</i> - This program includes 12 units that range from Physical Needs, Growth and Development, What Every Parent Should Know About Learning to Childhood Illnesses. The program can be delivered in English and Spanish and includes take home information in both languages. The program helps effect parent's child-rearing attitudes, knowledge of parenting behavior and awareness of community resources.➤ <i>All 4 Kids</i>- The University of Nevada Cooperative Extension's (UNCE) All 4 Kids: Healthy, Happy, Active, Fit program is an interdisciplinary approach to addressing child obesity. Developed by UNCE faculty from maternal/child nutrition, exercise physiology and child development, the All 4 Kids program helps children meet the Nevada Pre-Kindergarten (Pre-K) Standards while encouraging preschool children and families to practice healthy eating habits and be active every day. |
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| | <ul style="list-style-type: none"> ➤ <i>Family Storyteller</i> was developed by the University of Nevada Cooperative Extension and creates an opportunity for parents and children to interact around literacy and language activities. Family Storyteller is a literacy program that trains parents to play an important role in the literacy development of their children. It is a six-week series targeting families at risk for low literacy and related problems. Each workshop includes viewing a video, learning book-reading techniques, practicing reading to children and other literacy activities. The Spanish version is called <i>Cuentos en Familia</i>. ➤ <i>Parents on Board</i> is a program developed for parents of 4-14 year olds, and is based on building academic success through parent involvement. The workshop is three sessions long and discusses understanding and developing the child's ability to learn, building positive parent-teacher relations, encouragement, discipline and coaching reading, math and science concepts. ➤ The classroom teacher has also developed several classes for the parents such as What is PACT?, Summer Safety, How to Help Your Child Cope With Separation, Discipline vs. Punishment, Winter Safety, Ten Things Every Parent Should Know and Reading Tips, • <u>Parenting Conferences:</u> Two parent conferences are scheduled each year, one in the fall and one in the spring. Conferences are scheduled to meet the convenience of the parent's schedule so there is 100% participation. It is an opportunity for the parent and teacher to communicate successes, progress and concerns. Parent goals are also reviewed at this time to ensure that the parent is successful in meeting their goals. • <u>Parent & Child Activities:</u> Parents are asked to spend more time with their child participating in meaningful activities and literacy based experiences (i.e. reading together). Parents are requested to complete weekly, Parent And Child Together Time (PACT) forms. Discussion and instructions are given to the parent at the orientation outlining what denotes PACT time. A special parenting class is also given on "What is PACT?" The parent logs in what the activity is, how much time is spent doing the activity and time spent reading with the child. The Virtual Pre-K provides additional ideas for the parent to use in the home for PACT activities. Lesson for Parent-child activities include: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;"><i>All About Me:</i></th> <th colspan="2" style="text-align: center;"><i>Taking Care of Me:</i></th> </tr> <tr> <td style="text-align: center;">Transitions</td> <td style="text-align: center;">First Steps to</td> <td style="text-align: center;">Fun w/</td> <td style="text-align: center;">Healthy</td> </tr> </table> | <i>All About Me:</i> | | <i>Taking Care of Me:</i> | | Transitions | First Steps to | Fun w/ | Healthy |
|-----------------------------|---|----------------------------------|---------|----------------------------------|--|-------------|----------------|--------|---------|
| <i>All About Me:</i> | | <i>Taking Care of Me:</i> | | | | | | | |
| Transitions | First Steps to | Fun w/ | Healthy | | | | | | |

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| | | | Reading | Fruits & Veg. | Body |
| | My Body | Giving Words Meaning | Great Grains | Safe Outside | |
| | The Five Senses | My Family | Let's Move | Fire Smart | |
| | My Feelings | Starting School | Terrific Teeth | Safe at Home | |

- Home Visitation: Because the classes are Monday through Thursday, home visits are available on Fridays. These visitations will be dedicated to bring out developmentally appropriate information and materials that would help promote learning in the home. The focus will be on the connection between home and school and allow the teacher to build a stronger relationship with the child and parent.

Parent assessment data is collected from the Parenting Goals Form. This form is completed at the beginning of the school year and reviewed at the parent teacher conferences. At the end of the year it is examined to determine the number of goals that the parent has met. Attendance of the parent at parenting classes is also collected (*Parenting Indicator 1- Parenting Skills*). PACT time (Time Spent and Reading) is documented weekly and accumulated to determine pre and post hours. (*Parenting Indicator 2- Parent and Child Together Time*) (*Parenting Indicator 3-Parents and Children Reading Together*). All parenting materials are provided in English and Spanish.

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| <p>Curriculum: (i.e., Creative Curriculum, Reggio, etc.)</p> <p>Description and/or philosophy of the learning activity environment</p> | <p>The program has taken a combined approach to the definition of "school readiness". The goal is to take into consideration both the teacher's and parent's viewpoints of what school readiness means. Using the National Institute for Early Education Research (NIEER) <i>Preschool Policy</i>¹ on school readiness, the program goals and outcomes will be to help the child meet the majority of both nonacademic and social attributes, and academic skill sets, of which both areas are supported by the Nevada Pre-K Standards.</p> <p>The focus of the Pre-K curriculum aligns with the Nevada Pre-K Content Standards and uses researched-based program and curriculum. Weekly lesson plans incorporate the Nevada Pre-K Content Standards in conjunction with the program curriculum and theme.</p> <ul style="list-style-type: none"> • <i>McMillian/McGraw Hill "Little Treasures"</i> is a developmentally appropriate, research-based Pre-K curriculum. It is designed to prepare 3 and 4-year olds for the academic and social demands of Pre-K. Key features include the development of language and early literacy first with the integration of the following |
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domains: mathematics, science, social studies, music, physical development and emotional and social development. Little Treasures combines teacher-directed instruction with child-centered explorations. It is flexible enough to allow for the children's cognitive and social/emotional development. Curriculum guidelines align to the NV Pre-K Content Standards and provide teachers with the structure needed to address all subject areas. Little Treasures develops children's early reading with daily lessons in the four key areas of Phonological Awareness, Alphabet Recognition, Print Awareness and Oral language. Additionally, the use of *Everyday Mathematics* for Pre-K students (by McGraw Hill – developed by the University of Chicago and based on research about how child learn and develop mathematical power) is used as a supplement to vertically align to Pre-K classrooms. This program also has a component for parents to support learning at home.

- *Early Childhood Environment Rating Scale (ECERS) & Early Language and Literacy Classroom Observation (ELLCO)* are used as a framework for the classroom environment. The classroom environment is center based learning atmosphere.
- *The Teach Smart Learning System* is research-based and aligns to national standards. It includes activities that are designed to strengthen concepts such as phonological awareness, number recognition, counting, prewriting and social emotional development. Skill areas also include pre-literacy, math, social studies and science. The teacher can also create digital portfolios for each child that can be easily used during parent/teacher conferences.

Training to support the curriculum and the NV Pre-K Standards will be continuous throughout the school year. Additional staff training (District In-service) will be delivered based on the district calendar. District early childhood teachers will be part of a monthly professional development designed specifically for the early childhood setting. Staff is the integral component in the support of curriculum and content standards that leads to a student growth, positive evaluation and a well-developed improvement plan. Staff participation in NV Registry will be required for training opportunities and to align with the future Silver State Stars Quality Rating Improvement System (QRIS) system.

Staff lesson planning will include NV Pre-K Content Standards. Monthly staff meetings will include sharing of information regarding children's progress/issues, classroom management, and improvement needs. Informal staff conferences will address immediate classroom needs that arise. Additional professional development will be conducted as needs are identified and in collaboration with all Pre-K programs in the district and state.

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| <p>Coordination with existing programs: (i.e., State PreK, Title I, etc.)</p> | <p>Collaborators will help with funding, program deliverables, volunteers and supplies. Nye County School District will provide a classroom and shared staff space for the program, professional development opportunities, high school students as classroom volunteers (when available). NCSD's Early Childhood Special Education Program will provide referrals as well as assisting the Pre-K program to identify children in need of special educational services.</p> <p>Pahrump Community Library sends staff, materials and books to the classroom for literacy activities. The library also donates their meeting room and staff for special literacy events held at the library (i.e. Family Day, Library Day). Nevada PEP provides professional development training for staff as well as parenting classes for parents on-line. Strategic Prevention Infrastructure Grant, also managed through Nye Communities Coalitions, provides for parenting classes. United Way of Southern Nevada provides one AmeriCorps member that supports the Pre-K program by providing an AmeriCorps Literacy Specialist that works one on one with the students and supports the classroom teacher. This AmeriCorps member also provides translations and interpretations for written materials that go home to the parent, support during parent/teacher conferences, parent orientation and any referrals. A VISTA will also work in the program to support parental involvement. Pahrump Family Resource Center provides a variety of services to families including social services, food and training opportunities along with basic needs. Nevada Outreach Training will provide parenting classes on the Pre-K site in Spanish. Other collaborations will refer families to the Pre-K program such as Division of Child and Family Services, Nye County Health and Human Services Division, and Woman, Infant, Children (WIC).</p> <p>Being on the same site as the NyEcc campus allows for easy access to all the services that they provide. NyEcc has provided the program with, space for parenting classes, special events (year-end recognition ceremony), Youth WERKS volunteers help with grounds keeping, office duties and special projects (painting, cleaning etc.) NyEcc also provides special speakers that have addressed prevention, nutrition, and gardening. They have also provided our families with work recourses and training (GED, Resumes, Dress for Success) through their Career Connections. We have also collaborated with high school service clubs (Kiwanis, Rotary, Lions) for special projects like improvement on the playground.</p> |
| <p>Verify program aligns with Nevada State PreK criteria: (see appendix A)</p> | <p>The Nevada State Pre-K criteria in appendix A will be followed for this program. Including class sizes/staff ratios, teacher qualifications, eligibility, intensity, and use of Pre-K Standards.</p> |

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| <ul style="list-style-type: none"> ▪ Class size/Staff ratios ▪ Teacher qualification ▪ Eligibility ▪ Intensity ▪ Use of PreK Standards ▪ Others as identified by districts | |
| <p>Program Report:</p> | <p>Required under SB 405:</p> <p>(15)(a) Schools receiving allocations (15)(b) Allocations per school (15)(c) Description of this program (15)(d) Number of students participated in this program (15)(e) Average expenditure per child in this program (15)(f) Evaluation for the effectiveness of this program Qualitative Data (i.e., Teacher Feedback, Observation Protocol) Quantitative Data (i.e., WIDA-MODEL Pre-Post Scores) (15)(g) Recommendations for legislation to continue/expand effective programs (16)(a) 5/15/16—Report due to NDE (Activities up to 5/1/16) (16)(b) 1/15/17—Report due to NDE (Activities up to 12/30/16)</p> |
| <p>Program Evaluation (15)(f) Define the measures you will use and how you will collect, analyze, and report the data to provide evidence of meeting the program goals and objectives. Please be specific:</p> <ul style="list-style-type: none"> ▪ Qualitative Measures ▪ Quantitative Measures <p>Child performance and/or Program Quality (ECERS, ELLCO, etc.) (See evaluation section, Appendix A)</p> | <p>Evaluation of the Pre-K program has been instituted on several levels to provide that the program is meeting indicators, goals and outcomes. The evaluation of the program includes an annual and longitudinal design that focuses on program outcomes and assesses the developmental progress of the children and parental involvement. The annual evaluation is based on the six outcome indicators under program evaluation.</p> <p>The primary focus of the outcome indicators is to determine the effectiveness of the program on the developmental progress of children and the amount of parental involvement before and after completion of the program. Assessment and informational data will be collected on an ongoing basis during the program year. The program will also be evaluated using the Early Language and Literacy Classroom Observation Tool (ELLCO). An improvement plan will be established based on all of the evaluation information as well as on the project's performance on outcome indicators. The primary and formal assessments used for progress will be the following:</p> <ul style="list-style-type: none"> • Early Childhood Assessment Instruments: Peabody Picture Vocabulary Test-4 (PPVT-4) , the Expressive One Word Picture Vocabulary Test (EOWPVT), WIDA and (<i>Early Childhood Education Indicators 1, 2 and 3</i>) • Parent Involvement: Parent And Child Time (PACT) sheets collected weekly from parents (<i>Parenting Indicator 2 and 3</i>). Parenting goals form and attendance forms from parenting classes and events (<i>Parenting Indicator 1</i>). |

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All Districts need to fill this section out.

ASSURANCES

Upon approval of this proposal, Nye County School District makes the following assurances:
(Name of Fiscal Authorized Agent)

- Funds received under this program will be used solely for the purpose of supporting the activities as outlined in SB 405.
- Each district and the Nevada State Public Charter School Authority receiving these funds must provide written reports and program evaluations as required in SB 405.
- A homeless child will be enrolled in his/her "school of origin" or the school in which the child was last enrolled. A homeless child shall immediately enroll in school, even if the child lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The enrolling school must refer the parent/guardian of a homeless child to the school district homeless liaison, who shall help obtain necessary immunizations or immunization or medical records. Any record ordinarily kept by the school of each homeless child must be maintained so that the records are available.
- Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- The applicant organization will provide or continue to provide a drug-free workplace.
- Funds received under this application will not be used to supplant existing financial support for current programs administered by applicant or collaborating entities. If blended funding streams are used to support the program, the amount of these funds and what they are supporting must be clearly described.
- A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item.
- Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- Travel claims will be maintained for any travel reimbursement made with project funds. (Per Diem, mileage, and lodging payment are allowable only at State-approved rates.)
- All activities must take place within the funding period.
- An inventory of materials and supplies purchased through these funds shall be maintained and made available upon request.

Print or Type Name and Title:

Raymond Ritchie

Chief Operating Officer


Signature

July 22, 2015
Date

APPENDIX A: Required State Prekindergarten Program Components

| Required Program Components | |
|--------------------------------------|---|
| Teacher Qualifications | Each Early Childhood Education (ECE)/Pre-K teacher responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-Kindergarten population. Typically, this is an Early Childhood teacher's license or an ECE endorsement on a teacher's license. |
| Eligibility | Children enrolled in the program must be under Kindergarten age and within the traditional Pre-K age range of 3 to 5 years old. If a child is age eligible for Kindergarten (5 years old on or before September 30, 2013), then that child is not eligible to participate in the Nevada Pre-Kindergarten Education program during that year. This program is intended for pre-K children only. |
| Intensity | All programs must provide a minimum of 10 hours per week of Pre-K. |
| Curriculum | Programs must utilize the Nevada Pre-Kindergarten Content Standards that were revised and adopted by the Nevada State Board of Education in June 2010. Programs must implement developmentally appropriate, research-based curriculum, such as Creative Curriculum, High Scope, etc. |
| Class sizes/ Staff ratios | Class sizes and child/staff ratios must not exceed the following NAEYC recommendations: <ul style="list-style-type: none"> ◆ Three year-olds are in groups of no more than 16 children with 2 adults ◆ Four year-olds are in groups of no more than 20 children with 2 adults ◆ Five year-olds are in groups of no more than 25 children with 2 adults ◆ Multi-age classrooms do not exceed class sizes or child/staff ratios for the age group with the largest representation ◆ Class sizes and ratios are based on enrollment at beginning of school year |
| Evaluation | <p>Each Pre-K Education program must participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described below and providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in elementary school, program data, etc.) to the Pre-K Education program evaluator and the Nevada Department of Education.</p> <p>Each Pre-K Education program must have a plan for the longitudinal evaluation of the program to determine the effectiveness of the program on the academic achievement of children who participate and on parental involvement.</p> <p>Programs may use child performance and/or program quality measurement tools such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) and/or the Early Language and Literacy Classroom Observation (ELLCO) to assess program quality and improvement as required in other early childhood programs.</p> |
| Other Required Components | <p>A parental involvement component must be administered in conjunction with the Pre-K program.</p> <p>In order to provide enhanced and comprehensive services to Pre-Kindergarten students and their families, Pre-K programs must demonstrate coordination with existing programs and/or community services through collaborative and cooperative efforts.</p> <p>A preschool child who is homeless must have equal access to the same public preschool programs as provided to other children, and that child must be enrolled immediately (if space available), even if the child lacks records normally required for enrollment (e.g., immunization records). <i>If desired, a copy of the Federal Homeless legislation (the McKinney-Vento Act) is available from this office upon request.</i></p> |

Program Evaluation: Required Indicators

A key component of the evaluation is the use of quality indicators of program delivery and program outcomes to describe the projects and evaluate their effectiveness. In fact, legislation directs the NDE to develop statewide performance and outcome indicators to measure the effectiveness of ECE programs. Per legislation, the indicators must include:

- Measures of the developmental progress of children before and after their completion of the program;
- Measures of parental involvement in the program before and after completion of the program; and
- The percentage of participants who drop out of the program before completion.

Rather than developing new performance and outcome indicators for early childhood education, it was determined that the Pre-K programs would use the existing indicators developed and used by Even Start programs. Therefore, as part of the evaluation system, the NDE requires each Pre-K Education program to use the following indicators on participant outcomes:

| Outcome Indicators | |
|--|---|
| Early Childhood Education Indicator 1 | Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests. |
| Early Childhood Education Indicator 2 | ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication. |
| Early Childhood Education Indicator 3 | With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS). |
| Parenting Indicator 1: Parenting Skills | Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. |
| Parenting Indicator 2: Parents and Child Together Time (PACT) | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. |
| Parenting Indicator 3: Parents and Children Reading Together | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. |